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ABSTRACT

Information on cooperative programs between colleges and schools in New York State is presented in this summary of remarks from a 1984 statewide conference. Sections of the document cover the following topics: partnerships in various subject areas; state and federal initiatives and grants; developing relationships between elementary and high school faculties and college professors; partnership programs designed for particular groups of students, such as minorities and high risk students; partnership programs designed for elementary school students, handicapped students, and adult students; cooperation between the City University of New York and the New York City Board of Education to improve student performance and retention; programs for local school faculty and staff (consortia, study councils, research projects, and teacher enrichment); and relationships among the Board of Cooperative Educational Services (BOCES), community colleges, business, and the State Education Department. Recommendations include suggestions for planning and funding partnership programs. Appendices include a list of sample survey questions sent to participants prior to the conference and a sample student experience performance evaluation form. (SW)

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College-School Partnerships in Education

New York State Senate
Committee on Higher Education
Senator Kenneth P. LaValle, Chairman

1985

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COLLEGE-SCHOOL PARTNERSHIPS IN EDUCATION

A Resource by the Chairman
of the New York State Senate
Higher Education Committee

Senator Kenneth P. LaValle

Mary Ann McLean-Austen, Counsel and Director of the Committee
Molly McKeown Gibson, Advisor to the Committee
John J. Crisanti, Policy Analyst

INTRODUCTION

In response to widespread concern over the quality and cost of education, I recently organized a statewide conference on "partnerships" between elementary, secondary and postsecondary schools in New York State.

New York's commitment to education at all levels is clear and we must aggressively pursue methods of stretching our dollars as far as possible. While many schools have established close linkages with neighboring schools, it appears that a vast potential remains untapped. Not only are we limiting exposure for our students and faculty, but when we do create new programs, we are often duplicating efforts unnecessarily.

My office conducted a survey and has been collecting information from the State's 725 school districts and more than 200 colleges and universities over the last year to determine where these partnerships exist and what specific programs are conducive to this sharing concept. I was pleased to learn that every region has established some partnerships. I am concerned, however, over the lack of communication that occurs between the various projects. The purpose of these projects is to share personnel, resources and of course expand student opportunities, yet little has been done to share the experiences of the many schools involved.

The conference was intended to provide practical "how-to" information on establishing such partnerships and then expose the faculty and administrators in attendance to the many different kinds of programs that can be offered. For example, the most common programs offered to high school students in conjunction with neighboring colleges are available only to gifted and talented students. The potential, however, is far greater. Speakers at the conference discussed current programs aimed at adult students seeking to obtain high school diplomas, students seeking advanced vocational training, and concentrated efforts to increase minority representation in the professions.

In addition to describing the unique tasks of establishing and maintaining these programs in either rural, suburban or urban settings, speakers also offered guidance in obtaining state and federal grants which are specifically available for these efforts. Another very important issue explored was the role that these linkages can play in offering high quality faculty enrichment. The inherent problems in developing these new relationships between elementary and high school faculties and college professors was the subject of a separate panel.

The response to this conference has been extraordinary from all levels of education and from all regions of the state. It demonstrated a sincere willingness to share and learn which is the foundation of our unparalleled school

system in New York. I was happy to provide a forum for these discussions which I am sure brought to light many new opportunities for students in our state, as well as drawing attention to existing resources and programs.

TABLE OF CONTENTS

Agenda..... 1

Opening Remarks - Commissioner Ambach..... 5

Summary of Remarks

Topic I Programs in various subject areas.....18
Topic II State and Federal.....23
Topic III College and school personnel relationships.....26
Topic IV Programs for particular groups of students.....30
Topic V Programs for special students 35
Topic VI Programs in urban, suburban and rural settings.....39
Topic VII Programs for faculty enrichment 42
Topic VIII Connections with BOCES, business and SED 47

Summary of Suggestions.....51

Appendix.....57

CONFERENCE

September 14, 1984

AGENDA AND SUMMARY OF REMARKS

THE NEW YORK STATE SENATE STANDING COMMITTEE ON HIGHER EDUCATION

Conference on College-School Partnership Programs
September 14, 1984

AGENDA

8:30-9:15	REGISTRATION	Legislative Office Building Room 711-A
9:30	OPENING REMARKS	Commissioner Gordon Ambach

HEARING RM. A - MOLLY M. GIBSON - - HEARING RM. B - MARY ANN McLEAN-AUSTEN
Presiding **Presiding**

9:45-11:00	SESSION ONE	Legislative Office Building

Hearing Room A — Partnership programs designed for particular groups of students:

-Elementary school students	Larry Dais, Director Community Affairs Teachers College
-Handicapped students	Patricia Ryan, Director Upward Bound Program New York University
-Adult students	Geraldine Chapey, Associate Professor, Kingsborough Community College (CUNY)

Hearing Room B — Partnership programs in various subject areas:

-Humanities and social studies	Dr. James H. Bunn, Dean Faculty of Arts and Sciences SUNY at Buffalo
-Mathematics and science	Dr. Edith H. Luchins Dept. of Mathematical Sciences Rensselaer Polytechnic Institute
-Vocational education	Frank Wolff, Asst. Superintendent, Occupational Education Nassau BOCES

11:15-12:30 SESSION TWO Legislative Office Building

Hearing Room A — Representatives from an urban university, a suburban college and rural school district discuss partnerships in their respective communities:

-Dr. Joyce Brown
Special Assistant to the Chancellor for Board of Education Relations
City University of New York

-Dean Theodore Gross
College of Letters and Science
SUC at Purchase

-Donald Hickman, Superintendent
Newfield Public Schools

Hearing Room B — Representatives from the United States Education Department and the New York State Education Department will discuss support available from their agencies for college-school cooperative ventures:

-Dr. Franmarie Kennedy-Keel
United States Department of Education

-Dr. Alvin Leirheimer
Assistant Commissioner for Higher Education Academic Review
New York State Education Department

12:30-2:00 LUNCH BREAK

2:15-3:30 SESSION THREE Legislative Office Building

Hearing Room A — Programs that are targeted at local school faculty and staff, including:

-Consortia	Dr. Earl W. MacArthur, President SUNY Agriculture and Technical College at Canton
-Research institution projects	Dr. Robert Koff, Dean School of Education SUNY at Albany
-Teacher enrichment	Dr. Walter G. Sharrow, Dean College of Arts and Sciences Canisius College
-Study councils	John Fagan, Executive Director, SCOPE New York State Study Council Alliance

Hearing Room B — Panel discussion on developing working relationships between college and school personnel:

Moderator — Dr. Wendy Kohli
The Center for Educational Exchange
SUC at Cortland

Panel — Dr. Dallas Beal
Acting Executive Vice Chancellor
State University of New York

Dr. Roscoe C. Brown, President
Bronx Community College

Dr. Harvey Inventash, Chairman
Department of Education
SUC at Cortland

Peter McWalters, Supervising Director
Resource Allocation and Planning
Rochester City School District

3:45-5:00 SESSION FOUR — Legislative Office Building

Hearing Room A — Special connections, such as:

-BOCES-Community Colleges

Dr. G. Jeremiah Ryan
Vice President for Institutional Management
Monroe Community College

-State Education Department and its regulations - partnership programs

Robert Poczik, Director
Division of Occupational Planning and Policy
Developments - NYS Education Department

-Business-Schools-Colleges

Mr. James Hamilton
Manager of Salaried Personnel Administration
Harrison Radiator, Division of General Motors

Dr. Duane E. Hutton
District Superintendent
Orleans/Niagara BOCES

Hearing Room B — Partnership programs designed for particular groups of students including:

-Minorities in the professions

Professor Emil J. Piel, Chairman
Department of Technology and Society
SUNY at Stony Brook

Mr. Arthur C. Walton
Minority Professional Education Coordinator
New York State Education Department

-Students ready for college work in high school

Dr. Franklin P. Wilbur
Director for Project Advance
Syracuse University

-Non-college-bound students

Dr. Martin Moed
Dean of the Faculty
LaGuardia College, CUNY

OPENING REMARKS

Gordon M. Ambach
Commissioner of Education
New York State

Thank you very kindly, and good morning to you all on this rather dreary and drizzly morning here in Albany. Our thanks to you for taking the time to come to Albany and be at this session. My commendation to Senator LaValle and Mary Ann and their colleagues for assembling this conference.

I am really very pleased to have an opportunity to be with you at the early part of this session to say something about school and college relationships and partnerships from my own personal perspective and that of our Department and to encourage the objectives that have been stated for this session.

It must be obvious to you that this room does not lend itself to the most intimate kind of discussion. There is a certain space and distance in this room, yet it's hoped that, through the course of the day, there will be an opportunity in the several sessions for a close and productive exchange.

It is on the issue of exchanging practices, and of finding out where there may have been some inhibitions to cooperation, that it is most important for us to come together. I might add one other objective. Although there

may not be a specific legislative proposal which is before all of us at this point, I think it's important--and I'm sure it will be important for Mary Ann and for the Senator and his colleagues--that as we talk about the partnerships in place, we will also be looking for the ways in which there could be State subsidy, State support, State assistance in order to promote replications or indeed to sustain and expand those kinds of partnerships that are already in existence.

Now, as to the partnerships between schools and colleges in this State. Because of our unique circumstances of being part of the overall University of the State of New York, where there is in fact one single overall entity for education, it is impossible here, I think more than perhaps any other state, to try to see and to push for connection. It seems to me that one observation to be made in New York in that context is that these kinds of partnerships have existed for a long, long time; and many of them, perhaps the best of the partnerships, are the least visible; that is to say, they have not had particular press releases or particular recognition. They have been going on so long that they are, in fact, taken for granted, and they are used productively, but nobody has every really thought about putting the label of partnership on them or indicating that they ought to be something advertised as new or different. I think we need to recognize that as we come here today, and

probably focus somewhat more on certain of the newer kinds of partnerships that have been developed.

I would dare say that some place in this State there is probably an example that represents just about anything that anybody has ever thought of in terms of a school-college partnership. The challenge is to see those, and then to determine which of them ought to be particularly advocated for more systematic or widespread application.

There is a very broad array of subjects to be covered in this day's session. They have been divided into particular parts so there can be specific presentations and exchanges. But I think just looking at the program gives you a sense of how many different kind of partnerships one might examine.

As an overall context for this review let me note from our statewide perspective why it is so important that we focus on school and college partnerships. I would cite for our own statewide planning and policy setting directions the examples within our Action Plan for Elementary and Secondary Education. Over and over again by way of the implementation of those objectives for the elementary and secondary schools, there are clear cross-references to the roles of the colleges and universities, whether it be in curriculum development; in the articulation that is necessary to be sure that there is a good continuum of programs from one level to the next; in the area of preparation for those who would teach, supervise, or administer in the schools; in the

specific links that need to be made in occupational education, and so on and so forth. If you look carefully at the design of the Action Plan you will see throughout that document constant references to the necessity for the school-college partnership.

If you look at the document which is currently being reviewed, our Postsecondary Plan for 1984, you will see the counterparts of what's in the Action Plan for Elementary and Secondary Education, and more specific references this year than ever before in one of our master plans to the necessity of the school to college partnership. It's the counter side, if you will, of the items that I have just been referring to in the Action Plan. There are specific provisions there reflecting our deep concern for how our colleges and universities set their expectations for admission to postsecondary level work, and on the preparation of personnel, curriculum development, and so forth.

Three of my colleagues will be participating in three of the sessions that you have here today. Al Lierheimer, our Assistant Commissioner for Higher Education Services, will be part of session 2 that will be reviewing resources, perhaps looking somewhat at the concerns about regulation or law in terms of the connections that might be made.

In the afternoon session which deals specifically with connections between BOCES and the community colleges and the schools, colleges, and business, my colleague Bob Poczik,

who is with our Office of Occupational and Continuing Education, will be contributing to that discussion.

And thirdly, in the session which focuses on programs for special populations, particularly on the issue of minority access to postsecondary education and to the professions, my colleague Sam Walton will be there to help to provide our perspective on recommendations that have been made and the efforts that are under way.

Let me take just a few minutes with you to ask, as I know you have asked, and to provide some suggested responses to the question: "Why are partnerships necessary?" I would cite six points that I think are responsive to that question.

The first one is clearly efficient use of the resources as between what we have in the colleges and universities and in the schools. I am going to cite in a minute just an example or two where there may be particular connection between BOCES and colleges which are focused explicitly on the efficiency question.

The second point is on the recruitment and preparation of educational personnel. I would like to cite there a specific project where we have developed regional consortia of schools and colleges to work together on recruitment and preparation. Al will be speaking more to this in his session later on.

The third point has to do with the direct college support of secondary school or elementary school programs;

that is, where there is a direct intervention by personnel from the college or university in assisting in instruction or motivation or some specific program at the elementary and secondary level. I would like to give you an example or two from City University, cited with the 1984 Statewide Plan, which illustrate that kind of activity.

The fourth is providing a greater flexibility for our students, and I am thinking here particularly about those who may be enrolled at the secondary school level but who are clearly ready for more advanced study in some areas while they are still enrolled in secondary schools. These are the places where we have examples of students enrolled in advanced placement or advanced standing or specifically enrolled in college level courses. The partnerships exist between the school and college with the credit relationships and financing, and so on, under concern. I personally think that this kind of connection is one which for the future has a very, very large potential. It is related to our new development in the Action Plan with our concerns for the role that colleges and universities may play in helping to make a full program available to students in the more sparsely populated areas. By providing for that flexibility or differential in course offerings which can't be afforded at the secondary level but which can be provided naturally from the college level, this kind of connection I think has a very, very strong promise.

The fifth point that I would make is on those cooperative projects which are necessary to advance students toward higher objectives. Let me explain a bit, and let me connect it particularly with our concerns for minority access to the professions. The more that we have examined the issues related to access of minority students to the professions, the more we have seen the necessity of building a program which starts really in the earliest years and has a careful articulation all the way through to the most advanced levels and leading finally to that professional status--whether it be medicine or dentistry, architecture, engineering, or social work. When one looks at the end results, if you will, in terms of that last step of gaining access to the profession, it becomes more and more important to see how the programs and the support systems have been carefully orchestrated from the early grade levels up through into the collegiate level.

And finally, sixth, is the area of cooperative service that our colleges and universities and schools must be providing for economic development and economic growth in this State. I will give you an example or two of how, through our regional economic development centers, there has been a particular orchestration of the efforts of colleges and schools with business, labor, community leaders, to meet the needs of a particular company or business that may be changing its activity for training, not only for its technical and professional employees, but also for its

support staff or for those in the technician area. The combination of what is done by the university or the college in a training package together with the BOCES or the secondary school in that effort makes the difference as to whether the company has a convenient and efficient way of having that training done through the educational enterprise rather than having to shop around or try to put the pieces together in an integrated way on its own.

Now, I am certain that, as you come here with the specific examples that you have of school and college partnership, you might modify or add to the list that I have just provided. That's fine. Perhaps that should be one of the outcomes of our coming together here today; that is, to be able to articulate for other people this array of activities that exist and to define a framework in which we can look together and promote together what these activities should be.

Let me go back for just a moment or two as I conclude to cite some specific examples. I do these at the risk of leaving out all kinds of examples which will be your favorites, and of leaving out the example that you personally bring here to this seminar. But I do so and take that risk because I know that you will hasten to add your example and that will pool our collective knowledge on what is in fact going on.

First, looking at the efficient use of resources, we have assembled an eight or nine page listing from some 31

BOCES of the various kind of partnerships that exist. Many of them are straight rental arrangements which involve use of the facility either at the community college, the college, or the BOCES. For example, Schenectady Community College rents space at a facility of the Albany-Schenectady-Schoharie BOCES, and at Linton High School. Community College students are enrolled there in licensed practical nursing and commercial foods programs. Under certain conditions, secondary school students who are enrolled in similar BOCES programs in Licensed Practical Nursing and Hotel Technology can receive college level credit for part of their work. Some 31 different BOCES have literally hundreds of such examples of efficiency in the use of resources.

On the second point, the recruitment of educational personnel, through the Council of Chief State School Officers, a nationwide organization of commissioners or state superintendents, we secured from the Mellon Foundation a substantial grant for the purpose of promoting school-college relationships focused on teaching personnel. We have established some ten regional councils for this purpose, involving more than 66 higher educational institutions and a large number of school districts and schools, to look particularly at the regional application of needed information flow. What are the categories of teachers in those particular areas where there is likely to be a shortfall? How can information be generated within a

region that helps to indicate where those shortfalls may be, what the training programs ought to be? And how can one encourage the process of recruitment as we move more toward the shortage mode of personnel rather than the surplus mode which existed over the past 15 years?

If you look at the third point, college supported school programs, I will cite you two efforts of City University. The first is the Select Program in Science and Engineering at City College, designed to motivate and prepare disadvantaged tenth graders for careers in science and engineering. It involves almost 500 tenth graders from 16 public high schools, and sponsors laboratory sessions in science, engineering, and mathematics for students at the City College.

Another program at Lehman College enhances basic algebra teaching with microcumputers and programmable calculators, once again focusing in on certain high school students. These are examples of the direct support of the college into the secondary school to supplement the teaching effort, to help with the motivation, and perhaps with the resources that wouldn't otherwise be there.

On the fourth point, flexibility for different rates of learning, I would note the example of SUNY at Stony Brook with its relationships with neighboring schools--Commack South and Ward Melville High Schools--through which students attend college courses. This is a practice which has been going on, as many of you know, for years and years and years

in many of our colleges and universities. Perhaps those have been hidden partnerships, if you will, which have been very natural in terms of one or two or five students, but programs will grow naturally. At Adelphi University, there is a similar arrangement. Syracuse University's Project Advance involves many, many school districts with Syracuse in offering the same kind of thing.

In the fifth area, that is the cooperation program, with a particular link to the objective of a higher goal, I cited our minority access paper. Sam Walton will be here this afternoon to talk more about that. This is a case, I believe, of our looking particularly at some legislative initiatives to give that extra support which may be needed by those students, for example in the summertime after the 10th year, or after the 11th year, to encourage them to take the base work necessary for the right admission to college. After that, the support might include summertime work, perhaps at the sophomore year or at the junior year, and services to make sure those same students are given a boost toward the next decision step on the ladder; that is, direct entry into professional training; and finally, of course, professional status.

On the sixth point, cooperative efforts for economic development, here is one example. This example, in the Massena, New York area, has happened through the organization of the regional economic development projects.

Canton Agricultural and Technical College combined with St. Lawrence-Lewis BOCES to provide a skilled training program for the 350 person maintenance crew of Aluminum Corporation of America. ALCOA is installing new continuous tanks and equipment and additional electronic control systems that require upgrading for virtually all of the workers. Through this combination, the Clarkson University School of Management is involved in certain aspects of the task analysis, then Canton is handling part of the training program of advanced skills, while St. Lawrence-Lewis BOCES provides the more traditional apprenticeship training. In this way, a training package is created to fit the needs of the employer.

Another example that in the interest of time I won't comment on in detail is the Chevrolet Tonawanda Project, which involves Erie BOCES I, Erie Community College, and State University College at Buffalo, in a very specific contract arrangement designed to provide the right kind of training at the right point.

Well, that's a sampler, and one that I know is going to be expanded upon through the day. It's also an attempt to try to see some conceptual framework for dealing with these kinds of partnerships. It is important to think about that framework in terms of what one does for greater systemization or for broader application, in order to have more State support for the different kinds of efforts. Think in terms of how one would translate some of the

experiences that we have into a State cooperative effort, one in which certain incentive funds might be provided for the cooperative efforts, so that programs such as our ten regional councils that are addressing the State's need for education-personnel training programs might be provided an added subsidy on top of what the Mellon grant has provided. Think about other ways in which we can together generate a greater use of these partnerships.

Thank you for the opportunity to be with you this morning and once again thank you for coming to Albany to share your experiences with us. I hope that you have a productive day.

SUMMARY OF REMARKS

TOPIC I

PARTNERSHIP PROGRAMS IN VARIOUS SUBJECT AREAS

Speakers:

Dr. Luchins	-	Department of Math and Science Rensselaer Polytechnic Institute
Dr. Fleishman	-	Department of Math Rensselaer Polytechnic Institute
Dr. Rubenfeld	-	Rensselaer Polytechnic Institute
Dr. Eppenstein	-	Department of Physics Rensselaer Polytechnic Institute
Dr. Bunn	-	Dean, Faculty Arts and Sciences State University Center at Buffalo
Mr. Wolff	-	Assistant Superintendent of Nassau BOCES

DR. LUCHINS:

Subject: Rensselaer Polytechnic Institute is at the core of a consortium for educational technology and science formed in the spring of 1983, to utilize the special resources of this region to improve the teaching of science, math and technology through college-school partnerships.

1. Participants: 12 senior faculty of Rensselaer Polytechnic Institute
6 Russell Sage College faculty
25 high school teachers and administrators, State Education Department representatives, Executive Director of the Capital Region Technology Council

2. The consortium reviewed the New York State Regents curriculum in the summer of 1983 and developed a framework for a high technology curriculum for secondary schools.

3. Recommendations made from the state high school math curriculum are being implemented.

4. Funding from the National Science Foundation is still under review and if granted, will provide for summer workshops in which college and high school faculty will join in the developing techniques and materials for improved science educations.

DR. FLEISHMAN:

Subject: Curriculum review is an important aspect of the consortium. Joint curriculum review committees were set

up in various disciplines to enhance the application of technology in high schools.

1. Participants: Representatives from Rensselaer Polytechnic Institute
Representatives from Russell Sage College
South Colonie High School
Hudson Valley Community College

2. The prime objective was to focus on the needs that would develop for a high technology high school program and how best to prepare children in middle schools and high schools to function in a technological society.

3. An ancillary objective was to consider special curriculum modifications for students with special needs.

4. Our interaction with the high school and community college personnel was absolutely crucial.

5. The more concrete and application-oriented a program is, the easier it is to reach people less academically gifted. Gifted students can easily handle abstract ideas.

6. We were concerned with the needs of students when they get on to college and their needs when they entered the work force.

7. Necessary ingredients for effective partnership projects are: serious commitment; funding; institutional flexibility and faculty improvement; conferring as equals.

DR. EPPENSTEIN:

Subject:People involved in the teaching of science, specifically physics, chemistry and biology agree that the laboratory plays a very important role.

1. In many of our schools and colleges the laboratory equipment is obsolete.

2. Students need to be introduced to computers interfaced with experiments in science.

3. At summer workshops there is much interaction. The workshops would be a good opportunity for high school and college faculty to work together to develop the experiments.

4. One of the recommendations that came out of our study group was to abandon the classical sequence of the sciences and teach physics, chemistry and then biology.

5. The South Colonie School District has adopted the new sequence for the sciences.

6. We hope to involve some industry in working with us to set up internships.

DR. RUBENFELD:

Subject: In working in the area of College-School Partnership Programs, involvement with teachers is an absolute necessity.

1. Mutual respect and trust between participants is important in developing a strong and lasting partnership. The "ivory tower" attitude can be a destroyer of partnerships.

2. Humility and sensitivity can be a great help in sustaining a partnership.

3. It would be worthwhile if faculty would be allowed to have reciprocal visits to high schools and colleges. This has been difficult to arrange because money is not always available for substitute teachers to release regular faculty and it is easier for college faculty to arrange visits because of the flexibility in their schedules.

4. Funding for programming is not always available. But, if serious commitment comes first .....funding will most likely follow.

5. One suggestion from our region is the adjunct relationship-exchange of teachers - high school as adjunct to college and college as adjunct at the high school level. The State Education Department might have to relax criteria to allow the college faculty to teach in the public schools.

DR. BUNN:

Subject: The National Endowment for the Humanities Project is one of the important projects that we are involved with. It is a long-term project of college-school cooperation, has long-term funding and strong institutional commitment.

1. We hoped for a series of summer institutes to be followed by meetings between teachers and students.

2. Our institute was limited to an urban school system (Buffalo was one of the model programs). Seminars in American Literature, American History and Humanities in American Life were held. We used the role model at New Haven for set-up purposes.

3. The first phase was taught by two college professors and 30 high school faculty. We worked very closely with the high school curriculum development staff.

4. The second phase was a series of in-service workshops for the high school and college faculty. Their goal was to incorporate some of the texts and ideas from the summer institutes into the curriculum.

5. The third phase will come when other faculty in the system begin to work with the curriculum designed over the second phase.

6. As a result of the successful National Endowment for the Humanities Project, the Buffalo Public School System and SUNY Buffalo have agreed to establish a new magnet school on the SUNY Buffalo campus. It will be an ongoing arts and sciences school conducted primarily in the School of Education.

MR. WOLFF:

Subject: Although our area has a strong commitment to support public education, we are aware that support does have its limits and have recognized that there are many opportunities to utilize the already existing resources. Many of these resources are located at institutions of higher education.

1. The Nassau BOCES represents 9.5 million people that live in 300 square miles.

2. We have developed a number of cooperative arrangements with both public and private postsecondary institutions.

3. The State University College at Old Westbury has allowed for joint use of their campus for agriculture and horticulture.

4. State University Agricultural and Technical College

at Farmingdale allows us the use of their facilities for animals as well as use of their small animal laboratory.

5. Nassau Community College set up a joint program in marketing and distribution. It ran for three years and then failed because the money dried up and the college administration chose not to support this particular program. The new Nassau Community College President is now working closely with the Job Training Partnership Act to establish a jointly operated continuing education program.

6. One of our most successful private partnership is with the New York Institute of Technology (N.Y.I.T.). We have a joint program with N.Y.I.T. in food technology, hotel/restaurant administration and electrical engineering. A high school student can take relevant courses at the Nassau BOCES and earn as many as 24 credits of advanced standing at N.Y.I.T.

7. For a number of years we have operated a program for licensed practical nursing (LPN) with C.W. Post College. The college faculty teach at BOCES facilities and students earn college credits at reduced rates.

8. BOCES has offered a summer technical institute on Long Island for high school students interested in exploring technology. Several institutions of higher education have loaned their faculty to the program at no charge.

9. We have the following suggestions: The Higher Education Committee, the Regents and Education Committee should initiate a program to provide some incentives to institutions to spur cooperation, coordinated effort and sharing partnerships. There should also be incentive aid for youth using resources and disincentive aid for institutions that fail to do so when they have the opportunity.

10. We would also like to see the reinstitution of occupational educational regional planning as a State Education Department activity. It was a great mechanism for people to share planning.

TOPIC II

STATE AND FEDERAL

Speakers:

Dr. Franmarie Kennedy-Keal, U.S. Department of Education
Dr. Alvin Lierheimer, Assistant Commissioner for Higher Education Services, New York State Education Department

DR. LIERHEIMER:

Subject: Partnerships, a form of cooperation or collaboration, have been an area of interest of the State Education Department for many years.

1. In 1975 there was a conference and follow-up publication called "Articulation" which gave examples of high schools and colleges that worked together. A survey that same year indicated that not much was going on and cooperative projects were not highly regarded by key administrators. Mutual respect and understanding was lacking in many of the cooperative efforts.

2. Commissioner Ambach mentioned the Mellon Foundation project this morning. Although the grant was not enormous, it gave the chief state school officers some money to work with as well as encouraging all forms of articulation nationwide. The project published a list of 183 cooperative school endeavors.

3. New York State used its money from the Mellon Foundation to set up and fund regional councils on the recruitment of teachers. These councils were made up of representatives from high schools and colleges and addressed such concerns as teacher shortages -- now and in the future. The regional councils deal with a variety of concerns cooperatively -- the training of teachers, recognizing exemplary teaching and providing in-service education.

4. Another relevant program is the "Teacher Resources and Computer Training Centers" (TRCTC). Three-and-a-half million dollars of state money will be distributed to chosen applicants for their programs which involve cooperative arrangements. All of these proposals in these Teacher Resource Centers, have a major role for postsecondary

institutions. The TRCTC program closely resembles a Federal program recently discontinued.

5. The State Education Department has recently adopted their Statewide Educational Plan. The plan emphasized the need to improve minority access to the professions, the shortage of teachers and the need for colleges to become more familiar with and supportive of what the elementary and secondary schools do in curriculum development, training teachers and in-service education.

The Statewide Plan also talks about underprepared students and the role of colleges in working with high schools to help reduce this problem. It also mentions linking postsecondary efforts with the elementary and secondary requirements of foreign languages. The plan spends a great deal of time talking about City University's leadership role in working with public schools in New York City.

6. My experience shows that grant funds are not usually available for ordinary educational cooperative endeavors.

7. It is important that the State Education Department know about existing regulatory barriers that make partnership programs difficult to put together.

8. The Teacher Resource Centers probably wouldn't have come into being had it not been for the teacher union's support and interest. The law requires that the majority of the governing board be made up of: elementary and secondary school teachers (designated by the collective bargaining units); one representative from higher education; one parent and one person from the business sector. Approximately 50 centers will be funded. There is no close monitoring planned because it was not provided for and apparently not wanted.

DR. KENNEDY-KEEL:

Subject: The federal government has taken initiatives in the area of educational partnerships. I would like to share some suggestions for starting up partnerships and also give some important points on what the successful partnership must entail.

1. The National Commission on Excellence in Education in their "Nation at Risk " report made several important recommendations. The commission recommended a need for more excellence in school, more discipline, more homework, more basic course

requirements and performance standards for teacher pay. It also suggested more parental and community involvement in education. As a result of the report, there has been universal recognition that excellence in education is everyone's responsibility.

2. In 1983, President Reagan launched the National Partnership in Education Program to encourage all existing partnerships and encourage the creation of new ones. The definition that we used is as follows -- "Partnerships in education are voluntary formal agreements between the private sector and schools which partners match educational needs with available private sector resources in order to improve the quality of education within our community." We have found that successful partnerships benefit all involved by facilitating communication and understanding between education and the private sector, thereby strengthening the bonds of the community and the educational system itself.

3. The U.S. Department of Education has played a key role in this partnership initiative. The department designed and sent out a survey to 16,000 school districts in the country to try and locate and identify types of educational partnerships out there. Our department has participated in several partnership conferences such as this one, sponsored by Senator LaValle. We worked with the White House to put on a National Symposium of Partnerships, planned regional conferences on partnerships and held a January, 1985 Partnership Planning Conference. Information is available from the U.S. Department of Education upon request.

4. There are several important suggestions for successful partnerships. We must first ascertain educational needs by talking with students, teachers, staff and the community. Realistic goals and objectives must be set, methodology and duration defined. Within the area, research to see which private sector entities, organizations and universities are best able to suit the needs. Ongoing communication and strong commitment are essential for successful programs.

TOPIC III

PANEL

DEVELOPING WORKING RELATIONSHIPS BETWEEN
COLLEGE AND SCHOOL PERSONNEL

Speakers:

Dr. Wendy Kohli - Moderator, State University College at Cortland, Center for Educational Exchange
Ms. Monica Martin - German Teacher, Lakeland High School
Mr. Peter McWalters - Supervising Director, Resource Allocation and Planning, Rochester School District
Dr. Dallas K. Beal - Acting Executive Vice-Chancellor, State University of New York
Dr. Harvey Inventash - United University Professions (UUP)
Dr. Roscoe C. Brown - President, Bronx Community College

DR. KOHLI:

Subject: There are some existing barriers and possible barriers that need to be discussed in talking about partnership relationships.

1. Funding is a major area of concern for everyone: whether or not it is really needed; who should support these programs; how they should be supported; etc.

2. Regulatory barriers, such as tuition waiver policy and college credit cost for high school students present problems.

3. A third barrier deals with turf problems. Who has control of partnership programs -- high school faculty, administration? These problems must be addressed.

4. Structural and organizational differences in decision making are responsible for a great deal of miscommunication.

5. Partnerships need to establish a firm base of trust. Therefore, attitudes and perceptions of people involved are very important.

6. Emotional barriers include fear of loss of jobs, status and power.

MS. MARTIN

Subject: For college-school partnerships to succeed, you must get input from teachers.

1. Funding of programs for trips, meetings etc. is important. It need not be an enormous amount but some funding will shown the school district's support for the program.

2. The partnership that I am involved in started as a small group and has grown. Now, public and private high schools and colleges are working together.

3. Interaction is an exciting thing to do. Enthusiasm for learning trickles down from teachers to top students to all students.

MR. McWALTERS:

Subject: The college-school partnership concept has been around for a long time. There have been endless discussions and bureaucratic entanglements and not much accomplished.

1. Partnership must be voluntary. People work in a partnership for a while and then leave. We need to think of ways to free up faculty from their heavy schedules if they are participating in extra programs such as we are discussing.

2. School systems will reach out to colleges and universities but it must be a two-way effort. The higher education group needs new energy for these programs.

3. Teachers must be involved in college-school partnerships from the beginning. We need recognition and mutual respect for all our teachers.

DR. BEAL:

Subject: Perspectives of a college president on college-school partnerships.

1. Fredonia has a partnership program called "3-1-3". This allows high school seniors to take college level work in high school and get college credit.

2. The State University of New York has given university-wide recognition to linkages and partnerships

between units of SUNY and the public schools. This is the first time SUNY requested $827,000 in the budget for partnerships. Seventeen college deans have pledged another $330,000 out of their budgets to assist in partnership efforts.

3. It is vital to get definite and clear reasons for college-school partnerships where each side involved can see advantages.

4. Protection of turf and poor attitude can hamper any partnership problem.

5. Informal efforts can sometimes work. At our school our French teachers are meeting with high school French teachers weekly for supper and conversation.

DR. INVENTASH:

Subject: From the faculty's point of view, there are some serious constraints in these partnerships.

1. There is no university award for faculty participation in the college-school partnerhsips. Time spent in this effort is not respected as it would be for time spent on publications. This becomes apparent at tenure review time.

2. Initially, faculty get involved in partnerhsips because they believe in the concept of the cooperative effort of learning. When their involvement takes time away from class preparation and research time, the faculty members then become uninvolved.

3. I suggest that we need a new structure that will supersede elementary school, high school and college to make these partnerships work.

DR. BROWN:

Subject:Leadership is the key factor in successful educational partnerships.

1. Chancellor Murphy, the leader of the City University of New York established as one of the university's principle goals, improvement of the quality of service and interaction between the New York City Public School system and our CUNY system. There are over 140 partnership programs within the CUNY system.

2. CUNY has developed the Regional Educational Center for Economic Development. The State Education Department helped organize it. We work with community colleges, the Fashion Institute of Technology, proprietary schools, public

schools and parochial schools to provide on-the-job training. Each community college becomes involved in a mentoring situation with high school students. Interaction then occurs between the faculties of our high schools and the faculties of our colleges.

3. There is a need to review standards for promotion and tenure. When the partnership is well planned and organized, there is sufficient documentation and intellectual activity. Many options are available including publishing, which is important in tenure review.

4. Leadership, sharing and interaction are important aspects for successful partnerships.

5. At Bronx Community College we have a partnership program for dropouts called the "High School Linkage Program" and another for remedial math and science help called "Gates Program".

6. Without specifically targeted programs and specifically targeted money, partnership programs will not be a success.

7. We should be able to work together to come up with a package of legislative proposals to help expand and extend the thrust that some of us have made in bringing about college-school partnerships.

TOPIC IV

PARTNERSHIP PROGRAMS DESIGNED FOR PARTICULAR GROUPS OF STUDENTS

Speakers:

Professor Emil J. Piel, Chairman, Department of Technology and Society, SUNY at Stony Brook
Mr. Arthur C. Walton, Coordinator, Minority Professional Education, New York State Education Department
Dr. Franklin P. Wilber, Director of Project Advance, Syracuse University
Dr. Martin Moed, Dean of Faculty, LaGuardia Community College, CUNY

PROFESSOR PIEL:

Subject: There have been several partnership programs developed specifically geared to engineering.

1. An earlier partnership program was developed by the Department of Technology and Society at SUNY at Stony Brook. We established a high school course in engineering. It was published by McGraw Hill in 1972 and 2,000 schools from around the country tried it out. The project eventually died when the "back to basics" educational philosophy prevailed.

2. In 1976 the Alfred P. Sloan Foundation set aside $13 million dedicated to increasing opportunities for minorities to get into the quantitatively oriented professions -- especially engineering. We were given $2.7 million to set up the National Coordination Center for Curriculum Development which would develop a curriculum that would continue to be used in high schools after the $13 million was spent.

Criteria for developing the new curriculum and materials were as follows: to include concepts and/or skills which would be taught anyway; include topics and ideas that teachers are willing to use and include examples from engineering concepts when possible. Twenty modules were developed along these lines and distributed through workshops to teachers across the country for formative evaluation and implementation. About 900,000 separate modules have been distributed.

3. On Long Island we now have a MESA program (Mathematics, Engineering and Science Achievement) which consists of partnerships among four Long Island high schools and our Technology Department at SUNY at Stony Brook. We

have created special afternoon programs and Saturday morning program for high ability high school students who receive college credits for their efforts. There are scholarships available for minority students to get into the MESA program. About 25% of all students that participate in this program go on to college at SUNY at Stony Brook. We are now developing a five year program for college in which we give supplemental courses needed for strengthening the students' academic background.

MR. WALTON:

Subject: For many years, equal education opportunity has been one of the Regents' major goals.

1. There is a severe under-representation of minorities in the licensed professions. In the 1970's there was an increase in minority enrollment -- more recently, a decline.

2. The State Education Department regulates the professions and is committed to eliminating any barriers which impede any person's educational development.

3. Starting in 1982, we have taken several important initiatives in minority access. We have filled the position of Minority Professional Education Coordinator, established a department-wide task force to develop policies and programs for minorities; developed a draft Regents' Action Plan paper on "Increasing Minority Access to Licensed Professions; and sponsored a conference on the professions which provided an opportunity for over 200 people to react to the draft of the Regents' Action Plan paper.

4. Several problems have been identified regarding under-representation of minorities in licensed professions. There are as follows: inadequate counseling at stages of education where critical decisions are made; lack of minority professional role models; lack of aspiration resulting from inadequate training in fundamental skills, language difficulties and self-image problems; lack of institutional commitment to affirmative action; flexible admission procedures in professional programs; lack of adequate funding to implement programs aimed at increasing minority participation and a limited awareness of professional career options among minority students.

5. New York State participates in several programs to help minorities. The National Health Careers Program, the National Action Council for Minorities in Engineering and the Recruitment and Academic Programs for the Sciences of New York University.

6. In developing a policy document, we came up with several recommendations It is important that the

Professions reach out to minority students with internships, allowing visits to work sites, etc. The State, through legislation, should establish and fund regional consortia to deal with minority education. Formal mechanisms should be established at all levels of education to insure the cooperation on activity designed to significantly increase a proportion of minorities in the licensed professions on both a short term and long term basis.

Also, we recommend that an external advisory committee to the Commissioner of Education be established to develop and implement strategies to increase the number of licensed minority professionals in New York State to a more proportionate level. Minorities represent approximately 25% of New York State population and only five to six per cent of professional degrees are granted to them.

7. The Regents have recommended that elementary and secondary institutions make special efforts to prepare and retain minority students in educational programs required for admission and completion of pre-professional and professional education. Also, the State Education Department should collaborate with local community organizations and service agencies to develop programs to enhance the preschool experiences of minority children (i.e. child care, parent education, etc.). The State Education Department, State Board for the Professions, professional associations and higher education institutions should work with local school districts, beginning at the earliest year, to prepare and encourage minority students to enroll in programs facilitating their entry into college preparatory curricula prerequisite for professional study. Graduate and professional schools also make special efforts to increase enrollment, retention and graduation of minority students in programs leading them to licensure in professions.

DR. WILBUR:

Subject: School and college cooperative relationships which allow for joint planning, teaching and supervision of college courses as an integral part of high school programs, are an interesting category of cooperative programs.

1. "Project Advance" a model partnership program out of Syracuse University is the largest program of its kind in the country. We are presently working with 80 high schools and have served over 40,000 students in the last 12 years. It is a vehicle to turn the 12th year into a challenge for the students academically, in the humanities and sciences. This program provides a network of in-service training activity for teaching that is continuous.

2. Students in Project Advance are selected by high school teachers and guidance staff. Tuition cost is $30 per credit hour (1/2 of credit cost on campus). The high schools bear the expense of in-service training of teachers and absorb the cost of faculty release-time and instructional materials.

3. Project Advance has the only full-time staff of any articulation cooperative program in this country. Our staff does ongoing research and evaluation of the program. A few suggestions from our experiences are: administrative support is vital for lasting success; cooperation takes leadership energy, imagination and commitment; successful programs have focused on specific needs and new ideas should be a felt need, with member groups' involvement from the earliest planning stages.

4. Resources are important, but should not become a preoccupation. Most successful programs have been where people saw a need and followed through, despite red tape or the need for extra funding.

5. We have several suggestions regarding the role of the State Education Department: to create regular opportunities for dialogue; to be sensitive to great differences in organizational climate between schools and universities; to seek ways that will promote needed cooperative activities and to take some legislative initiatives to legitimize and scrutinize cooperative activities.

DR. MOED:

Subject: Middle College High School is an integral part of LaGuardia Community College (LGCC) located in Queens. The purpose of this unique partnership program was to test the hypothesis that a supportive collaborative relationship between a high school and college could reduce the drop-out rate. It has been very successful.

1. LaGuardia Community College is part of the City University of New York. It is an "open admission" institution and serves 7,000 students. Middle College High School (MCHS) founded in 1974, is located right on the LaGuardia Community College Campus. Students have free access to all parts of the campus but their classes are together in one building.

2. To be accepted at Middle College High School, students must have a history of cutting classes, low academic achievement and social difficulties. Presently there are 460 students enrolled.

3. MCHS draws on the strength of the college. LGCC requires an internship program of all students and MCHS now requires internships and community service as well.

4. There is an exchange of teachers between the high school and the college. Also, many of the teachers work together on curriculum development projects. Other points of collaboration are access to media, resources, health counselling and special labs.

5. Open communication has helped dispel initial negative feelings about having high school students on the college campus.

6. One of the unique facets to this program is the principal is selected jointly by the college and Board of Education. He reports to the Dean of Faculty at the college as well as the high school Superintendent.

7. The high school students can take any college level course that we offer. The students receive simultaneous high school and college credit.

8. The average New York City drop-out rate is 46%. We are now graduating 84% of our students.

TOPIC V

A PARTNERSHIP PROGRAM DESIGNED FOR PARTICULAR STUDENTS
ELEMENTARY, HANDICAPPED, ADULT

SPEAKERS:

Mr. Larry Dais, Director of Community Affairs, Columbia University
Ms. Patricia Ryan, Director of Upward Bound, New York University
Mr. Earl Thomas, Director of Planning & Development Metro Center, New York University
Dr. Geraldine Chapey, Associate Professor, Kingsborough Community College

LARRY DAIS:

Subject: Columbia University has had a long history of involvement with public education in New York City and we would like to share some of these experiences with you.

1. Public School #165 contains grades K-6 and has 800 students of mostly Hispanic background with difficult economic and personal circumstances. One half of the students transfer annually.

2. Columbia sponsored an assessment to identify the three top priority needs. They then established cooperative programs in: tutorial assistance through students at Columbia and Barnard; after school or weekend enrichment activities for the students at PS #165 and professional development workshops for teachers and administrators on an in-service basis.

3. Columbia has given a thirty month commitment to work together with students, faculty, administrators and the community of PS #165.

4. In putting together these partnership programs, we have several goals: upgrading instruction, increasing teacher expectations, supporting changes in classroom instruction and improving the quality of life for all the people involved by giving the opportunity to address their own needs.

5. It is our long-term goal to replicate this project with District 3 and District 5 in New York City.

6. The most important phase of this program is the direct involvement of central administration and the full support of the University in our efforts to encourage the community to allow us to help the public schools in areas where we can.

7. Columbia has an Office of Governmental Relations and Community Affairs to assist people and agencies who need direction on where to go for help and advice. The Public School Task Force group sponsored the office.

8. The issue of teacher release-time has been a problem in our partnership programs. Teachers do not like to stay after school or work on weekends for planning sessions. We are considering remuneration for coming in off-time or providing pay for substitute teachers.

MR. THOMAS and MS. RYAN:

Subject: Metro Center at New York University works to develop projects within and without the University. Project Upward Bound is one of several projects that we have developed on an outreach basis.

1. Project Upward Bound epitomizes school-college partnerships. Upward Bound programs are Federally funded. It is a college bound program with 413 programs nationally. Their primary purpose is to nurture, train, develop and help very talented disadvantaged students get into college and succeed. Our particular Upward Bound program deals with the handicapped student.

2. Partnerships take money. In order to get the money for the partnership you have to do research, writing, politicking and legwork. Projects for the handicapped are expensive with transportation being the largest single item on the budget.

3. Alternative plans were called for. The Chancellor for the New York City Public Schools resigned and was replaced. The funding level changed and project strategy had to start all over.

4. Upward Bound students come to the University in several components: year-round programs on Saturday, summer sessions and residential on-campus, for a short time.

5. Suggestions for partnership programs: work with liaison people at each school, provide feedback and follow-up, let staff and parents know what is available in the community and be realistic about funding.

DR. CHAPEY:

Subject: In 1968, the City University of New York initiated a program for professionals in the New York City Public Schools called the Educational Associate Program. This program is a good illustration of some of the points we would like to offer on partnership programs.

1. The Educational Associate Program provides 64 credits of college work required for promotion thereby helping school employees rise up the career ladder. This course is a bona fide course of instruction at 16 CUNY colleges and it culminates in a college degree. It is staffed, planned and taught by both college and school faculty members.

2. The students are primarily women members of minority groups with modest incomes. The average age is 44 years. Attendance is made possible by the tuition reimbursement program and additional stipends made available through union signed contracts.

3. Statistics prove the Educational Associate Program has been a success. Ninety-eight percent of the 4,000 students who have enrolled in the course have completed it. Ninety percent of the graduates continue their education in the four-year program.

4. There are approximately 135 partnership programs between components of the City University of New York and the New York City school system. It is important to be aware of this extensive collaborative network and to use our experiences in these partnership programs to move forward.

5. Adults are now part of the mainstream of the college population. They return to complete a degree, career upgrading or changes and personal enrichment. We must be aware of their prominence and rethink course requirements and offerings while still holding fast to academic values.

6. The Center for Worker Education graduated its first class in June 1983. Among those graduates are people who upgraded their career skills as day care workers, federal employees, secretaries in city offices, transit workers and Housing Authority workers. A broad liberal arts program opened up a new field of interest for many students.

7. There are many opportunities for expanded partnerships. They may apply to students in schools and colleges, students heading for college, as well as students with no postsecondary aspiration. Teachers at all levels can benefit from projects geared to many different interests. City University of New York offers for those

purposes, the resources of 18 colleges -- nine senior colleges, eight community colleges and a graduate school.

8. There are three areas of liaison that are promising for expanded partnerships involving the City University -- our community colleges, our basic skills facilities and our departments and schools of education.

9. The teachers unions have played an important role in these partnership programs. They make partnerships possible through contractual provisions and 29 special arrangements with schools. The unions reward their members for continuing their education. Also, the teachers' union has a unique position which allows it to reach out into the community and to government as individual teachers and faculty cannot.

10. The Professional Staff Congress, the union representing the faculty and staff of City University of New York, recently put out important publications, "Why Go To College" and "Making It Through College". The first publication documents the benefits of higher education and the second booklet is designed to meet the needs of non-traditional students.

TOPIC VI

PARTNERSHIPS - CITY UNIVERSITY
RURAL COLLEGE & SUBURBAN COLLEGE

Speakers:

Dr. Joyce Brown, Special Assistant to the Chancellor for Board of Education Relations, City University of New York
Dr. Theodore Gross, College of Letters & Science, SUNY at Purchase
Donald Hickman, Superintendent, Newfield Public Schools

DR. BROWN:

Subject: Urban education in America is in need of some sort of creative manipulation to become relevant and sensitive to the needs of the young and old, rich and poor and under-achievers and gifted students.

1. At City University of New York we are working with the New York City Board of Education to develop collaborative programs which will strengthen the ties between the two systems, improve student performance, increase retention in secondary schools and expand the number of students who are prepared for college study.

2. The staggering reality is that 45% of all public school students in New York City drop out of school rather than finish. The minority youth and urban poor drop out in numbers almost twice the official rate. The conclusion of the 1981 National Assessment of Educational Progress was that 47% of the urban black group were functionally illiterate.

3. Chancellor Murphy of the City University of New York formed a partnership with the Chancellor of the New York City Public School System in 1983. The stated purposes were as follows: to create favorable conditions for educational experiences that motivate and help retain students, to encourage students to pursue postsecondary education opportunities, to provide quality programs to enhance their abilities to perform and to assist achieving students as well as those with an unfulfilled potential to achieve.

4. Important ingredients of successful and ongoing partnerships are creativity, commitment and strong communication.

5. Our experience at CUNY in putting together financially sound partnership programs leads us to make a few key suggestions. First, identify sources outside the educational arena who know their own vested interest in increasing the future work force of the city, e.g. business, labor groups, foundations. It is helpful to propose funding initiatives to state, city and federal officials.

6. We recently started a Mentor Program to help provide critical intervention in the lives of high school students by higher achieving City University students in the role of peer tutors and role models. We are in the process of expanding this program to include eight colleges and nine high schools.

7. Another program that has worked well for us is the early identification program. In this project we identify high school juniors who are interested in college. We then provide the students with a remedial course or advanced placement courses, depending on their needs. This helps the students to broaden their potential future.

8. Special collaboration can be very beneficial in partnership projects. One program that we are especially pleased with is a collaboration that involves industry, the Board of Education, City University and a consortium of business people. Citibank has gone into the high schools and developed a program where they take high school students into the bank and expose them to the technology of the banking world. CUNY is working with the high schools and teachers in developing teaching skills that appeared to be lacking in the students' participation in the world of work.

DEAN GROSS:

Subject: There is a very successful partnership project that has been developed in Westchester County with the State University of New York at Purchase and 11 Westchester school districts.

1. The SUNY/College at Purchase is largely committed to the arts on one hand and to liberal studies on the other hand. It has had involvement with many school districts and business in the area.

2. Because of Purchase's interaction with the American Can Foundation of the American Can Corporation, and an interest expressed in helping the school districts, a proposal was developed and funded in the amount of a half a

million dollar grant over a five-year period. New York State made a matching financial contribution of 20% of the grant. This was a collaborative effort in the truest sense of the word between a private corporation, local school districts and higher education as represented by SUNY/College at Purchase.

3. In developing programs under this grant we came up with five major areas of concern for all levels of education today: academic expectations of college, distributing the foundation of the educational experience, establishing a series of colloquia for school board members and other responsible people for educational policy, improving instructional effectiveness and motivating the unmotivated student.

4. We are planning projects under the grant that will address the specific concerns that we have identified. A math science resource and computer center to train teachers and a program in art education to help schools develop a sequential study of art in all aspects throughout the school system, are being developed.

5. A third project that we are working on is an externship of guidance counselors into the work field for six to eight weeks in the summer. They would then be better qualified to alert students to the world of work. The final project that we are working on is motivating the unmotivated students.

6. Planning is important but we are also concerned with action! We feel there has been enough talk and writing about partnerships and the time has now come for action in this area. Our partnership intends to take it project by project and develop it accordingly.

TOPIC VII

PROGRAMS THAT ARE TARGETED AT LOCAL SCHOOL FACULTY & STAFF
CONSORTIA & STUDY COUNCILS
RESEARCH PROJECTS & TEACHER ENRICHMENT

Speakers:

Dr. Robert Koff, New York Council of University Deans, School of Education, SUNY at Albany
Dr. Earl MacArthur, President, Canton Agricultural & Technical College
Mr. John Fagan, Executive Director, New York State's Study Council Alliance
Dr. Walter Sharrow, Dean, College of Arts & Sciences, Canisius College

DR. KOFF:

Subject: Two kinds of initiatives are taking place in the area of partnerships -- the New York Council of University Deans, of which I am chairman and the partnership efforts at the State University of New York at Albany.

1. The Council of Deans -- Last year, 11 University Presidents led by President O'Leary of SUNY/Albany, held a press conference in which they expressed their concern over what was happening in education generally. They also pledged that the 11 institutions comprising the Council would help the public schools in many ways.

In this context the Council of Deans met with the Commissioner of Education and talked about partnerships between public schools and appropriate state agencies. Based on the Regents Action Plan, if curricula needed review and revision consistent with the Plan, there are many talented faculty who would like to be released in a partnership arrangement with State Education Department for that purpose.

2. The Council of Deans has made several pledges: to help with continuing education programs and the Legislature's enactment of a mandate for in-service training; to find appropriate people to serve on advisory committees and to develop a program of internships.

3. At State University of New York we have several examples of partnerships going on: our faculty give guest

lectures in public schools, faculty members share information according to disciplines with high school faculty; SUNY/Albany students tutor students in Albany public schools and there are several programs in continuing education.

4. The Capital Region Center for Arts and Education is a very strong arts program at SUNY/Albany that works closely with the public schools. Similar projects are funded in New York City, Buffalo, Rochester and Syracuse.

5. At SUNY/Albany we have been operating a Teacher's Center called the Capital Center Education Association. Last year the Center offered workshops for over 3,500 administrators, teachers and custodial staff. We are currently completing a second round of a study where we are looking at students who would be available for various teaching positions that are open in the Capital District. Recently, we did a survey of attitudes of the general public of the Capital Region concerning education.

DR. MACARTHUR

Subject: Successful cooperative efforts take a great deal of cooperation on everyone's part. It takes sound planning, hard work and mutual goals.

1. The Associated Colleges of the St. Lawrence Valley is a consortium that works! This consortium is made up of Canton Agricultural and Technical College, State University College at Potsdam, St. Lawrence University and Clarkson College of Engineering and Technology. It was formed in 1971 with a board of directors, financing and an office. The consortium presently has an Executive Director and membership dues of $13,500 for each campus.

The consortium has a population of 10,000 students that can cross-register in classes; share library facilities with a total of over a million volumes; share media facilities, etc. Our library facilities and privileges are also available to public school faculty, high school students and the general community.

2. Not all successful programs continue. A while ago we set up an articulated licensed practical nursing associate degree program that took talented individuals from the BOCES Center into a degree program at Canton. It was such a successful program that we even received an award from the New York State Education Department. Despite this success, this outstanding program was dropped by faculty choice. If the faculty do not support a partnership object, it just won't work.

3. Cooperation certainly is the key ingredient to successful and sustaining partnerships. There has to be a willingness to cooperate and a full understanding of what the word "cooperation" means. An operational framework should then be set up with clearly established goals.

Some of the questions we should analyze are: What is it that we expect to achieve with the cooperation of a partnership? Are we going to do more with less? Are we going to do more with more? Revise or revitalize? Add or delete? It is very important to follow up with a sound evaluation of the program to determine whether the efforts, investment of time, energy and fiscal resources prove the cooperative venture of value.

MR. FAGAN

Subject: Some years ago a movement was started, mainly at the request of people in the public schools, to have some sort of sharing of technical expertise from the colleges. This sharing of programs on a regular basis became the Study Council movement. In New York State it's over 20 years old.

1. The New York State Study Council Alliance is another initiative intended to help each other out. Essentially, what all of these groups have in common is the following: most are either non-profit organizations or they have been set up as Regents-chartered educational corporations; most have as their board of directors, superintendents of schools and many of them act as school board institutes engaged in providing training programs for school board members.

2. In Suffolk we have a cooperative arrangement with the County and New York State Parks group and we operate a number of parks programs to provide environmental training for kids. We do this in cooperation with BOCES. There are approximately 25,000 kids who are in need of this training. There has been much difficulty in getting interns from college programs to help out, yet this program would offer wonderful opportunities to the interns. Community colleges have been very supportive of our efforts.

3. A few observations: Colleges have taken so much out of the public schools and study councils could be one way to give something back. BOCES has been perceived as less than academic and partnerships would help dispel this. Training needs exist and teachers could utilize the BOCES facilities for in-service training. Most BOCES are open nights and weekends and could help high schools and colleges out. Above all, look for upcoming shortages. This would be a fertile field for partnerships.

DR. SHARROW

Subject: Enhanced levels of cooperation between high schools and colleges must be encouraged and we must explore the rationale for partnerships. The opportunity for faculty enrichment is a two-way street in a college-school partnership.

1. A few suggestions on partnerships: any partnership must be co-equal; differences in educational content and strategies exist but, there is a commonality of function for all teachers and there must be enhanced levels of cooperation between high school and college which not only helps students, but benefits society.

2. There are several partnership programs that I would like to mention. Our Classics Department has hosted a Classic's Day for some 250 high school students from Buffalo. Other programs for high school students are our annual math contest, a poetry contest and computer science competition.

3. In response to several nationwide studies concerning the demise of science and math education, biology faculty members from Canisius College and area high schools organized a program called BIG/PIE (Biology Interaction Group/Partnership in Education). There is an executive committee of five high school faculty, two private school faculty and Canisius College faculty.

The goals of BIG/PIE are as follows: to recognize the importance of classroom teachers and teacher-developed materials; to have high school teachers work with Canisius College and to allow high school and college faculty to interact as equal colleagues in order to address common problems. Recently, a major project for this program was a grant proposal for the National Science Foundation. It provides stipends for the high school participants, compensation for the college faculty and general equipment, operating and overhead costs. The program will run every Saturday for a year.

4. There are a few observations that I would like to share with you. High school and college faculty must have a sense of ownership and involvement in partnership projects. Activities established in a program must meet real needs and there should be at least modest seed money and much support from college and high school administrators.

5. A second example of our cooperative activity is a summer institute on Twentieth Century European History for High School Teachers. This is being conducted at Canisius

College and is sponsored by the National Endowment for the Humanities.

6. The State of New York has an important role to play in the partnerships. I would suggest the following: New York State should allocate enhanced levels of public funding for the kinds of cooperative ideas that we've discussed today. The state should not just give money, but also perfect a means for distributing it, and it should guarantee equal access to state programs for cooperative efforts involving private institutions. Furthermore, New York should establish a program of faculty and administrative exchange which would facilitate college and high school personnel trading places for an academic year.

TOPIC VIII

SPECIAL CONNECTIONS:
BOCES, BUSINESS & STATE EDUCATION DEPARTMENT

Speakers:

Dr. Jerry Ryan, Department for Institutional Management
Monroe Community College
Mr. James Hamilton, Manager, Salaried Personnel
Administration, Harrison Radiator
Dr. Duane Hutton, District Superintendent, Niagara/
Orleans BOCES
Mr. Robert Poczik, Director, Division of Occupational
Planning & Policy Development, NYS
Education Department

DR. RYAN:

Subject: Partnerships are not new programs as far as BOCES is concerned. The special connections such as BOCES-Community College relationships have been going on for years.

1. Although colleges and BOCES sometime involve themselves in cooperative programs to be cost-effective, the educational results have been impressive. A State University of New York survey documented that 26 community colleges in the SUNY system have relationships with area BOCES.

2. A model program you should be aware of is at Monroe Community College where they have agreed to take over the complete secondary and adult education programs for the local BOCES. It works to the advantage of both, being fiscally more advantageous. We are sharing facilities, advertising, etc.

3. Another excellent program exists between Fulton-Montgomery Community College and the area BOCES. As a result, four new technical degree programs were offered using BOCES facilities and staff, offering courses at the college level. In the two years following the inception of this partnership program, Fulton-Montgomery enrolled 273 new students; 271 were in the new programs.

4. Looking to the future for possible partnership programs between BOCES and community colleges, a vital one would be that of basic skills in developmental education.

MR. HAMILTON:

Subject: There is an exciting and innovative partnership program taking place in Lockport. The program is a cooperative program between Harrison Radiator, Division of General Motors, and the local school districts represented by Orleans and Niagara BOCES.

1. The program was set up so that 30 high school juniors and seniors could work at Harrison while completing the junior and senior years of high school. The students were selected from an interested group who intended to continue their education beyond high school in the field of math, science, engineering, business or personnel administration.

2. These participating students, once graduated, would become likely candidates for existing college level General Motors cooperative programs. The students work side by side with Harrison employees in a broad variety of professional and middle management roles. While doing so, they provide a productive service for the firm while learning extensively about the nature of the business and the specific nature of possible career choices.

3. The program is set up so that the students work normal work days for a two-week period at Harrison at a wage of $3.50 per hour the first year and $3.75 the second year. The following two weeks they attend classes while the other half of the group works at Harrison.

4. There are other advantages to this particular partnership project that I have not yet mentioned. This program fosters articulation between BOCES and Harrison that mutually benefit the student, employer, BOCES, and the community. It establishes an alternate career-oriented high school curriculum that replaces a variety of part-time jobs that often compete with the students' other academic programs.

DR. HUTTON:

Subject: This specialized program that Harrison has with BOCES looks for the academically talented students. The time frame for actually attending classes (two weeks out of four) is quite unique, but all students should graduate with a Regents Diploma. I would like to give you some further insight into the program.

1. BOCES took the lead as a catalyst in putting this partnership together. In our initial selection process we had over a hundred applicants from students throughout the BOCES region. Through the offices of BOCES we screened

these down to 50 and then turned them over to Harrison to be cut down to 32 students.

2. We had 16 students in the 11th grade and 16 in the 12th grade. The typical scholastic average of a junior was 90% while the typical senior carried an 88% average. There were 15 males and 17 females all with strong math and science backgrounds. The group consisted of six Blacks, one Vietnamese and one Hispanic, so we had a cross section of our community involved.

3. The students involved in our cooperative program put in a long day -- the actual work day is 7:30 - 4:00. The students did complain that the long hours left them little time for outside activities. Their priority turned out to be the special program that they were part of, not the activities.

MR. POCZIK:

Subject: The State Education Department surveyed all BOCES in the state last year for articulation agreements with community colleges. Because we play both a leadership role and regulatory role, the state has a deep commitment to these partnership projects.

1. Cayuga/Onondaga BOCES and Cortland Community College. The community college rents space to BOCES for its welding, electricity and mechanics courses. BOCES students who take these courses get college credit.

2. Madison/Oneida BOCES operates a licensed practical nursing program and reached an agreement with three secondary institutions, whereby the graduates of the L.P.N. program would receive advanced placement in colleges in that area.

3. Nassau BOCES and the Fashion Institute of Technology have a program whereby any BOCES student can receive up to 22 credit hours at F.I.T. in the hotel administration and management program.

4. The State Education Department plays an important role in monitoring the cooperative programs to ensure that public monies are well spent and the students' best interests are met. The other role is that of leadership and direction to promote new ideas for linking institutions together. Also, the State Education Department provides incentives for development of new programs.

There are dozens of legal questions that we try to focus on, but student aid is certainly one of the most complicated issues in putting together partnership projects.

5. In its leadership role, the State Education Department recently established 10 regional centers throughout the state that serve the purpose of linking educational agencies to economic development issues.

A SUMMARY OF SUGGESTIONS

A

PLANNING FOR PARTNERSHIP PROGRAMS

1. Partnerships must begin with projects of specific concern. Start small with clear-cut goals and objectives.

2. Look for upcoming shortages--this is a fertile field for partnerships.

3. Minority access to the professions must start at elementary and secondary school levels.

4. The New York State Education Department should collaborate with other state agencies to develop training projects designed to increase the skill level of minorities.

5. In setting up partnership programs, there should be modification for students with special needs.

6. BOCES and community colleges should be working on a program for basic skills in developmental education.

7. Creative resources should be utilized to teach youngsters who were never reaching the door of opportunity.

8. Laws and regulations should be examined to eliminate deterrents for cooperation in educational programs.

B

PARTNERSHIP PROGRAMS

1. The majority of programs involve one institution of higher education and several local schools. Usually, the college or university serves as a "magnet" or geographical and administrative center for the program.

2. Institutions with teacher education programs and/or doctoral level research in education are very active in partnership programs.

3. Community colleges are involved mostly in programs that offer college credit for courses taken in the high school or BOCES center.

4. The majority of programs are ongoing with no set termination date. A few are designed as short term workshops or seminars.

5. Few programs have their own administrative staff -- faculty and staff volunteers assume most of the organizational as well as educational responsibilities.

6. The number of programs is almost evenly divided between those designed for students and those for teachers, administrators and supervisors.

C

FUNDING OF PARTNERSHIP PROGRAMS

1. Short-term funding will get a program going but not sustain it. Long-term funding plans should be made early on.

2. Alternative funding plans should be made for partnerships in case commitment or funding wanes.

3. Few of the programs depend on grants. The ones that do, are usually quite ambitious and involve large amounts of money.

4. Individual participants usually do not pay the cost of a program; in many cases, expenses are paid by the district involved.

5. The college or university usually provides a great deal of in-kind aid. Often the college or university supports the program by reducing or waiving tuition.

6. The New York State Education Department should allocate enhanced levels of funding for educational cooperative programs -- the manner of distribution being very important.

7. Confusion exists as to students taking college courses offered through the high schools -- are they counted as part of the schools average daily attendance or the colleges' FTE's.

D

GENERAL OBSERVATIONS AND RECOMMENDATIONS

1. The quickest, best and most efficient way of improving education is to work together on matters of mutual interest.

2. The inter-connectiveness of our educational institutions -- elementary, secondary, and postsecondary -- should be recognized.

3. Strong leadership is crucial for a partnership to succeed.

4. Continuous communication between partnership members is a must.

5. Strong collaborative relationships are necessary for successful partnerships.

6. Flexibility of a partnership is important -- must be able to move swiftly when an idea makes sense.

7. Equal status and respect for all involved in a partnership is vital.

8. Commitment to a quality partnership program should come before the funding.

9. People enter partnerships with incentives and mutually beneficial goals.

10. Progress in partnerships -- much more efficacious if built on previous experience, resources and connections.

11. High school guidance officer working closely with college admission offices, can be very helpful in setting up partnership.

12. Caution...postsecondary people must not come into a partnership with all the answers.

13. High school teachers and college faculty must feel a sense of ownership and involvement.
    e.g. Teacher training and curriculum development.

14. Elementary and secondary teachers find it more difficult to obtain release time than college teachers do.

15. Teachers with tenure have more flexibility to try out programs such as partnerships.

16. Evaluation wise at postsecondary institutions, research and publications count more than partnership experience.

17. "Brain drain" has caused high schools to hesitate getting involved with college partnership programs.

18. Better incentives should be created for early admission and articulation between school districts, BOCES and colleges.

APPENDIX

Survey questions sent prior to conference.....i

Sample - student performance evaluation form.....ii

Description of student work experience.....iii

News clipping of a work program.....iv

DESCRIPTION OF SURVEY

Sample Questions from the Survey and Interview Tool

1. Describe any partnership programs your institution is involved in -- give names of participating schools.

2. How do you view the role of your institution in the community both now and in the future?

3. What are the characteristics of the schools? Large? Rural? Suburban? Specialized Curriculum? Small?

4. Please describe how your program is funded.

5. Are there partnership programs that can be instituted without a great deal of money?

6. For which students are the partnership programs targeted for? Gifted and Talented? Non-College-Bound? Non-Traditional Students?

7. What are the characteristics of your programs? Long Term? On Campus? Short Term? Off Campus?

8. Which faculty are the partnership programs geared to? Elementary? College? High School? Administrators?

9. How is your partnership program evaluated?

Work Period From 7 (Mo) 84 (Year) to 1 (Mo) 85 (Year)

Student Mis

Sponsoring Company

Department Assigned PRODUCT ENGINEERING (ACS)

Class F1 F2 So1 So2 J1 J2 S1 S2

Section: A B J145

WORK EXPERIENCE PERFORMANCE EVALUATION

To be completed by work supervisor prior to student's starting assignment.

STUDENT ASSIGNMENT; OBJECTIVE AND DETAILS: TO BECOME FAMILIAR WITH PRODUCT ENGINEERING OBJECTIVES, FUNCTIONS AND PROCEDURES. THIS STUDENT WAS GIVEN A THERMAL EXPANSION VALVE NOISE EVALUATION AND A FLUORESCENT DYE PROJECT FOR R-12/OIL SOLUTIONS.

PERFORMANCE EVALUATION PROFILE	Superior	Highly Effective	Competent	Marginal	Unacceptable
Learning from experienced employees		✓			
Analyzing and solving problems			✓		
Taking initiative - assuming responsibility		✓			
Following instructions		✓			
Making constructive suggestions			✓		
Cooperating with fellow employees		✓			
Organizing time and work		✓			
Accuracy - attention to detail		✓			
Effectiveness in oral communication		✓			
Effectiveness in written communication		✓			
APPRAISAL SUMMARY					
Productivity (Quality/Quantity)		✓			
Creativity		✓			
Overall Performance		✓			

Attendance: Days Missed 0

Punctuality: Times Tardy 0

COMMENTS ON STUDENT PERFORMANCE (Include strong points and areas for improvement.)

MISS HAS SHOWN THE APTITUDE TO RESPOND AND BRING VARIOUS PROJECTS TO A COMPLETION. SHE IS WILLING TO LEARN AND WORK TO ACHIEVE A PROJECT GOAL.

Has this student demonstrated the aptitudes and interests which would qualify him/her for eventual assignment to your department as a full-time employee? Yes ✓ No

Comments THE REFRIGERANT CONTROL SECTION WILL WELCOME MISS FOR ANY WORK ASSIGNMENTS.

STUDENT'S COMMENTS (Please enter any comments you wish to make about your appraisal, and sign and date form. Your signature does not necessarily indicate agreement with the appraisal, but does confirm that you and your supervisor have discussed it thoroughly.) I agree with what Mr Lane has written

Student's Signature

Date: 1/18/85

Supervisor's Signature

Date: 18 JAN 85

Coordinator's Signature

Date:

Dept. Head Signature

Date:

, 11th grade 2-13-85

The Harrison-BOCES program that I joined in September changed my life a great deal. All for the better. At first the program was very hard to adjust to, but as time went on it got easier.

The school part was the hardest because there were new teachers to get used to, a new school, and new rules and so much homework. I wasn't used to the amount of homework, but I adjusted quickly, and once I got to know my teachers, things didn't seem to be so hard.

The first week was the hardest. I was ready to throw in the towel, but I gave it a chance and it got a lot better, especially the work cycle.

I love the work cycle because I'm treated like an adult in an adult's environment with adult responsibilities. At my first work station, I was given a test to conduct by myself. It was done with very little help from my Supervisor (but if I had a problem, he was there). After I collected my data on my test, I had to prepare a chart for comparison. I did the job to the best of my knowledge and was very pleased with the results.

I feel that this year was so hard due to the fact that this is the first year and we're somewhat of "Pioneers" as my coordinator Mr. John Calleri said once.

Through this program, I learned so many things that I would have never been exposed to so early in life if I were at my own school.

I've become quite familiar with computers, terminals and other office machines. I've learned how to use certain test instruments and also how to record the test data.

The first week of school I thought that my average would fall drastically due to the rigorous school cycle, but it didn't (this is what I'm most happy about, the fact that I can work and go to school but maintain my average).

This year I don't have too much of a social life, because I have so much homework, but now since I have the program under my belt, that will change.

I keep in touch with my guidance counselor at school, but I have very little time for my associates, but next year I will be a senior and will have more contact with my school. I don't mind not being with my friends because I made new ones from all over and I feel I can sacrifice not being with friends to fulfill my dreams. I want to be an Engineer and this program has really sold me on my career choice.

School Plan A State First

HRD To Launch Intern Program

By Mary Field

A new concept in education involving college-bound high school students who work as interns in an industry during the academic year will be introduced this fall by Harrison Radiator Division, General Motors Corp.

The Lockport School District and the Orleans/Niagara Board of Cooperative Education Services are program cosponsors.

The program will be a first in the state and may someday become a model program for the State Education Department.

Planning has just been completed, Harrison management announced today.

Fifteen prospective high school juniors and 15 seniors from school districts which are members of Orleans/Niagara BOCES will be selected to participate.

Eligible school districts are Lockport, Albion, Barker, Lewiston-Porter, Lyndonville, Medina, Newfane, Niagara-Wheatfield, North Tonawanda, Royalton-Hartland, Starpoint and Wilson. The Niagara Falls School System, not a BOCES member, has also been invited.

STUDENT PARTICIPANTS will be assigned an alternating work/school schedule.

For two consecutive weeks in a cycle, they will be assigned to full shifts at Harrison, working alongside plant employees and supervisors, and will be paid on an hourly basis.

The next two weeks, they will attend special "double" classes at Lockport High School.

Attending a school day which is 1½ periods longer than normal, participants will be enrolled in two periods each of English, social studies, mathematics and chemistry or physics and a 1½-period long foreign language or computer science course.

Harrison proposed the program to the Lockport School District and BOCES, noting a GM plant and a school district in Dayton, Ohio, operate a similar program which has proved effective.

James Hamilton, Harrison salary personnel administrator; Dr. Harold Bowman, superintendent of Lockport schools; and Dr. Duane Hutton, BOCES district superintendent, are the chief committee members who have worked since December to establish the program.

GUIDANCE COUNSELORS at Lockport High School are recruiting prospective candidates and the school principal will nominate finalists, Bowman said.

Harrison management will interview nominees from all the schools before selecting the final 30 successful candidates, who will probably be announced in May.

Students entering their junior and senior years in the fall are eligible this year, though in future years only students entering their juniors' years will be selected.

BOCES will administer the academic program and participating school districts will pay tuition to BOCES.

Students will be responsible for preparing their own independent-study physical education programs, which they will engage in during their spare time.

"Areas in which students may gain experience have been carefully selected to provide educational value as well as enabling students to make real contributions to the company's operations," said Gary Brooks, Harrison public relations supervisor.

"Typical work assignments will include experiences in manufacturing engineering, product engineering, quality control, personnel and financial management," Brooks added.

"THE PROGRAM will require additional effort from students but is expected to provide benefits that would be difficult to duplicate in any other way. Students considering careers in business, science or engineering can experience first-hand the types of work they would normally encounter after college.

"This experience will help them make better career choices and recognize the value in their academic courses."

Bowman said a drawback in the program is that participants will not easily be able to participate in extracurricular activities.

But overall, the superintendent said he's a staunch advocate of the program.

"I'm enthused," Bowman said. "For the very bright student who knows he will be an engineer (or will enter a related occupation) someday, it's a great opportunity."

The State Education Department approved the program after it was presented by BOCES.

BOWMAN SAID he expects the state officials will "be looking closely" at progress reports and may be interested in patterning additional programs across the state after the local program.

Hutton responded, "This is a super opportunity for young people in the area that Harrison is made open to them.

"The students don't have to stay committed to Harrison (after graduation) but I believe it would be an opportunity for Harrison to identify some great young people.

"Also, universities and other industries would look favorably to these people who have had this experience," he added.

"The cooperation between Harrison, ourselves and Lockport School District has been an outstanding example of industry and education working together to help economy of Western New York while providing unique opportunity for young people."

Hutton said students who would like more information or would like to apply for the program should contact their school guidance counselor or principal.